



Manitoba Rural Learning Consortium Middle Years English Language Arts Essential Learning Document

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This document has been developed by Middle Years teachers from across rural Manitoba. The mRLC Middle Years English Language Arts Essential Learning Cohort was made up of the following members:

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Introduction

This draft document is intended to support Early Years teachers in planning, teaching, assessing, and reporting on their English Language Arts programs. The document has been designed to correlate the categories from the new provincial report card with the clusters, essential learning (big ideas), and specific learning outcomes from the Manitoba English Language Arts Curriculum. It is important to note that the attached templates are intended to serve as an example of how teachers might identify essential learning and cluster specific learning outcomes. Therefore, the templates may be viewed as a pathway and support document to help teachers in implementing the English language Arts curriculum and the new provincial report card. Teachers are encouraged to continue to innovate their practice and inspire their students.

The document should be used alongside the Manitoba Curriculum Framework of Outcomes for English Language Arts, as well as the Foundation for Implementation documents.

What is literacy?

What is literacy? A literate student is one who:

- Takes risks in language learning.
- Is tenacious about language learning.
- Listens to others and shares own insights into language learning.
- Reads, hears, views and understands a variety of fiction and non-fiction texts.
- Grows in ability to glean literal and inferential information from oral, literary and media text.
- Is a strategic learner - uses strategies effectively and flexibly to read, understand and respond to texts.
- Is curious about words and ideas and concepts - plays with language; shows a language "spirit".
- Works effectively in groups and cooperates/collaborates with others.
- Expresses experiences, ideas, knowledge and feelings both formally and informally.
- Effectively and flexibly engages the writing process.
- Expresses ideas and information using a variety of forms / genres and techniques.

Critical Thinking Middle Years Sample

Mainly GLO 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Report Card Categories	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Critical Thinking	1.1 Discover and Explore SLOs 1.1.1- Express ideas 1.1.2- Consider others' ideas 1.1.4-Express preferences 1.1.5- Set goals 4.2.1- Appraise own and others' work 5.2.4-Evaluate group process	Taking risks to engage and participate in language learning	Students will understand that they have a responsibility to participate and collaborate to become effective meaning-makers and communicators.	Why are others' ideas important? How can I become a more effective meaning maker? How can I become a more effective communicator?	It is recommended that teacher teams meet and select essential vocabulary for their levels. Ex. 1 for 1.1. consider predictions opinions conclusions insights viewpoints recommend preferences evaluate
	1.2 Clarify and Extend SLOs 1.2.1 Develop understanding 1.2.2 Explain opinions 1.2.3 Combine ideas 1.2.4 Extend understanding	Building new knowledge on prior knowledge Organizing ideas for clarity Delving deeper with questioning	Students will understand that new ideas are synthesized with prior knowledge to arrive at new understandings.	How can I organize information and ideas effectively? How has my viewpoint changed? Have I summarized my viewpoint clearly?	

Comprehension Middle Years Sample

Mainly GLO 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary and media texts.

Report Card Categories ↓	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Comprehension	2.1 Use Strategies and Cues SLOs 2.1.1 -Prior knowledge 2.1.2-Comprehension strategies 2.1.3- Textual cues 2.1.4- Cueing systems 3.2.5- Make sense of information	Using strategies to make meaning Recognizing patterns in text help to make meaning	Students will understand that all texts have patterns and we use many strategies to construct meaning.	What patterns are found in texts? Do all strategies work to understand text? How do I select which strategies to use to understand? Why use strategies when listening and viewing?	It is recommended that teacher teams meet and select essential vocabulary for their levels.
	2.2 Respond to Text SLOs 2.2.1- Experience various texts 2.2.2- Connect self, texts and culture 2.2.3- Appreciate the artistry of texts	Experiencing diverse texts Comparing own/others values Texts evoke emotion	Students will understand that by experiencing diverse texts, they will enhance their ability to compare their own view with that of others.	What emotion is created by this text? How is emotion evoked by text? How does my world view compare to the text's view? Why should I read a variety of forms and genres?	
	2.3 Understand Form and Techniques SLOs 2.3.1- Forms and genre 2.3.2- Techniques and elements 2.3.3- Vocabulary 2.3.4- Experiment with language 2.3.5- Create original text	Authors use techniques to engage their audience. Language and techniques affect meaning.	Students will understand that authors' use of techniques and structures build meaning and engagement.	What techniques and structures do authors use? What is unique about different forms and genres? How is language used to convey meaning?	

* All of the above are practiced through reading, listening and viewing.

Learning experiences must be planned to practice and assess outcomes and enduring understandings via all 3 lenses.

Students practice outcomes and enduring understandings by the processes of reading, listening and viewing.

Critical Thinking Middle Years Sample

Mainly GLO 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

Report Card Categories	↓	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Critical Thinking	*Writing	3.1 Plan and Focus SLOs 3.1.1- Use personal knowledge 3.1.2- Ask questions 3.1.3- Contribute to group inquiry 3.1.4- Create and follow a plan	Formulating questions to extend thinking Creating a plan to answer/validate questions	Students will understand that a variety of sources is needed to answer and verify information	Why do I need to access a variety of sources? How do I effectively organize information? Why dig for more information? How do I know when I have enough information?	It is recommended that teacher teams meet and select essential vocabulary for their levels.
		3.2 Select and Process SLOs 3.2.1 Identify personal and peer knowledge 3.2.2 Identify sources 3.2.3 Assess sources 3.2.4 Assess information	Gathering information in a variety of ways Determining the worth of information	Students will understand that there are many ways to gather required information and they must determine its usefulness.	Where do I find information? How do I know my information is useful? Where do I find answers to my inquiry questions? Is all information reliable?	
		3.3 Organize, Record and Assess SLOs 3.3.1 Organize information 3.3.2 Record information 3.3.3 Evaluate information 3.3.4 Develop new understanding	Gathering information for a purpose. Managing information Assessing validity/worth of information	Students will understand that new learning/solutions result from managing and assessing information around a purpose.	Is all information relevant? Is all information true? Why is purpose critical to information gathering?	

* All of the above are practiced through writing, speaking and representing.

Learning experiences must be planned to practice and assess outcomes and enduring understandings via all 3 lenses.

Students practice outcomes and enduring understandings by the processes of writing, speaking and representing.

Communication Middle Years Sample

Mainly GLO 4: Students will listen, speak, read, write, view and represent to enhance clarity and artistry of communication.

Report Card Categories ↓		Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Communication	*Writing	4.1 Generate and Focus SLOs 4.1.1 Generate and focus 4.1.2 Choose forms 4.1.3 Organize ideas 2.3.5 Create original text	Generating ideas Composing texts Choosing forms Tailoring compositions for specific audiences	Students will understand that they must consider the audience when selecting a form and composing text.	How are forms organized? How do I select which form to use? How should my ideas be presented?	It is recommended that teacher teams meet and select essential vocabulary for their levels.
	*Speaking and Representing	4.2 Enhance and Improve SLOs 4.2.1 Appraise own and others' work 4.2.2 Revise content 4.2.3 Enhance legibility 4.2.4 Enhance artistry 4.2.5 Enhance presentation 1.1.3 Experiment with language and form	Using criteria to assess own and others' work Using strategies and techniques to improve and enhance	Students will understand that to improve their communication, they have to critically analyze and enhance their work.	How can I become a better communicator? Why do I have to (write, speak, represent) better? How do I know my (writing, speaking, representing) is good enough?	

* All of the above are practiced through writing, speaking and representing.

Learning experiences must be planned to practice and assess outcomes and enduring understandings via all 3 lenses.

Students practice outcomes and enduring understandings by the processes of writing, speaking and representing.

(Communication/GLO 4 continued on next page)

Communication/GLO 4 (cont'd)

Report Card Categories ↓		Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Communication	*Writing	4.3 Attend to Conventions SLOs 4.3.1 Grammar and usage 4.3.2 Spelling 4.3.3 Punctuation and capitalization	Effectively using the conventions or rules of language	Students will understand that effective use of language conventions/rules helps the audience understand the text/author's message	Why does editing matter? Does the message sound right? Does the message look right? Does the message make sense? Why does spelling matter?	It is recommended that teacher teams meet and select essential vocabulary for their levels.
	*Speaking and Representing	4.4 Present and Share SLOs 4.4.1 Share ideas and information 4.4.2 Effective oral communication 4.4.3 Attentive viewing and listening 5.1.4 Celebrate special occasions	Effectively sharing ideas and information in a variety of ways Engaging audience in a variety of ways Audience showing respect through their behaviour	Students will understand that there are many ways to effectively share and participate in the sharing of information and ideas.	What are ways to share information and ideas? How do I decide how to share information? What's my role as an audience member?	

* All of the above are practiced through writing, speaking and representing.
 Learning experiences must be planned to practice and assess outcomes and enduring understandings via all 3 lenses.
 Students practice outcomes and enduring understandings by the processes of writing, speaking and representing.

Critical Thinking/Communication Middle Years Sample

Mainly GLO 5: Students will celebrate and build community.

Report Card Categories	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
<p>Critical Thinking 5.1</p> <p>Communication 5.2</p>	<p>5.1 (Critical Thinking) Celebrate Community SLOs</p> <p>5.1.1 Compare responses</p> <p>5.1.2 Relate texts to culture</p> <p>5.1.3 Appreciate diversity</p>	<p>Making comparisons of cultures to own through texts</p>	<p>Students will understand that appreciation of community comes from exploring similarities and differences of all cultures.</p>	<p>How are we the same and how are we different in this community?</p> <p>Why learn about other cultures?</p> <p>Why should I care about other cultures?</p>	<p>It is recommended that teacher teams meet and select essential vocabulary for their levels.</p>
	<p>5.2 (Communication) Encourage, Support and Laugh with Others SLOs</p> <p>5.2.1 Cooperate with others</p> <p>5.2.2 Work in groups</p> <p>5.2.3 Use language to show respect</p>	<p>Contributing to group process</p> <p>Striving for consensus, conclusions</p>	<p>Students will understand that to accomplish a task, each group member must contribute and respect the contributions of others.</p>	<p>Why is group work important?</p> <p>How can I be an effective group member?</p> <p>How do I show respect to others' ideas?</p>	